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ABSTRACT

A project was undertaken by the University of Wisconsin library staff to educate freshmen and transfer students in the resources of the library and resource use. Visually appealing library instructional packets were produced in several media formats to achieve this aim. They were in two forms: a minipacket for quick help in finding library resources, and an indepth, self-paced learning package for information on how to use a particular source. Books, slide/tapes, audio tapes, posters, and 3M sound pages were the media utilized for the packets. Since the layout of the library itself was a problem to students, floor plans were drawn up and posted at the entries and several levels of the library. As a part of the packet development effort, students were polled. Six hundred ninety-four students responded as to how they used the library and how often, as well as to their awareness of library services and reference publications and their interest in instruction on library use. Appendixes to the document include a list of the packets, a copy of the posted floor plan, the student questionnaire, and a summary of expenditures for staff and material on the project. (KC)

ED 098999

Final Report

Project No. 102-21-40-04-30941

SELF-PACED INSTRUCTIONAL PACKAGES ON UTILIZING LIBRARY RESOURCES

9 - 23 - 74

Learning Resources

University of Wisconsin--Stout

Menomonie, Wisconsin

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IR 001 394

Final Report

Project No. 102-21-40-04-30941

Self-paced Instructional Packages on Utilizing Library Resources

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Statement

The research reported herein was performed pursuant to a grant and/or contract with the "Undergraduate Teaching Improvement Program of the University of Wisconsin System". Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official University of Wisconsin System position or policy.

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Sincere appreciation is extended to Dr. David P. Barnard, Dean of Learning Resources, Dr. Harry A. Herbert, Director of Instructional Technology Service, and Mr. John J. Jax, Director of Media Retrieval Services, for their support and encouragement.

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CHAPTER 1: INTRODUCTION

Summary

The reference staff of the Pierce Library, University of Wisconsin--Stout has long been aware of the lack of any genuine instruction for freshmen or transfer students in the use of basic library resources. Before the proposal for this activity was written, the Staff had made a thorough search for all types of such materials available commercially. The search continues. After reading and pre-viewing much of the software available the conclusion was reached that none were suitable at the university level.

Students taught by faculty who are library users are made aware of the resources of the library as well as of the willingness of the library staff to help them. These students have few problems in using the library. However, there are a number of students and faculty who are quite unaware of the wealth of material available in their university library. This lacunae should not be unbridgeable, but it has seemed to be difficult, if not impossible, for the library staff to reach this group.

Designing library units is no innovative enterprise although few of those previously designed have been considered, by the student user, of sufficient importance to justify the expenditure of enough of his time to make them meaningful. This is especially true when his course work requires no library oriented assignments to force the issue.

Could it be possible that the missing ingredient or pivotal factor is psychological? Is it possible to secure the attention of a prospective user by producing units in various ways designed to be as brief in form and as unencumbered with jargon as possible? Would the lavish use of color as well as attractive formats help? Will such pleasing forms persuade a student to learn how to use these essential tools which are not, in them-

selves, fascinating? Information from these sources can make a university experience more meaningful and provide a lifetime of enrichment. Might non-library oriented faculty become interested in the format and eventually in the content?

Selection of subjects for packages

A two year file of the questions recorded as asked in the reference office was reviewed. Those asked most frequently were selected for individual packages. Appendix A provides a complete listing of the packages available.

Level of Learners

Freshmen and transfer students.

Previous Knowledge of Learners

For native-born students it is assumed the learner has sufficient reading ability to graduate from high school, but has not necessarily used a library before.

For students from foreign countries, it is assumed the learner reads and understands English sufficiently to follow simple directions.

STATEMENT OF THE PROBLEM

To design and produce a series of thirty self-paced instructional packages on how to use library resources.

STATEMENT OF THE OBJECTIVES

The following objectives were defined for the study.

Instructional units must be designed:

1. To be available whenever the M.R.S.--Pierce Library is open.
2. In language which freshman and transfer students can understand and which avoids library jargon.
3. In a way that will save the user's time in finding library resources.
4. In an attractive format.
5. To promote awareness of library resources and services available to the University Community.
6. To provide instruction in the use of basic resources where personal coverage is not practical.
7. To encourage the user to seek further help from the library staff when needed.
8. To be adaptable for use at other UW libraries.
9. To be easily updated.

DEFINITION OF TERMS

Evaluation "A judgement of merit, sometimes based solely on measurements, such as those provided by test scores, but more frequently involving the synthesis of various measurements, critical incidents, subjective impressions, and other kinds of evidence weighed in the process of carefully appraising the effects of an educational experience." [2]

Formative Evaluation as the learning experience is being developed.

Summative Evaluation after the learning experience has been finalized.

Instructional Package "All the components of a specific unit of instruction, including the instructional materials, learning aids, instructor guide or manual, pre- and post-tests, validation data, description of intended student population, and learning objectives."[2]

Interlibrary Loan "A cooperative arrangement among libraries by which one library may borrow material from another library."[1]

Photoduplication Services "Duplication by the use of photocopying equipment."[1] A means of making materials available to other libraries without loaning the materials themselves.

Search Strategy Procedure used for locating needed information.

Self-paced "An arrangement whereby provision is made for the individual student to set his own schedule for learning or rate of achievement and to monitor his own progress."[2]

Software "The educational stimuli or messages, such as a televised lecture, a teacher-prepared audio tape, or a programmed textbook, which provide the content of instruction to the student."[2]

Sound Page "3M Brand Sound Page System Recorder/Player is a magnetic sheet type recorder and playback unit that provides the instructor with a simple means of creating and programming information. It also provides the learner with easy access to both the audio and visual portions of an instructional program."[3]

[1]American Library Assocation, Committee on Library Terminology, A.L.A. Glossary of Library Terms (Chicago: American Library Association, 1943).

[2]Carter V. Good, ed., Dictionary of Education (New York: McGraw-Hill Book Company, 1973).

[3]Visual Products Division, 3M Company, Owner's Manual 3M Brand Sound Page Systems Recorder/Player and Deluxe Player (St. Paul, Minnesota: 3M Company, n.d.)

CHAPTER 2:

DEVELOPMENT OF SELF-PACED INSTRUCTIONAL PACKAGES ON UTILIZING LIBRARY RESOURCES

Each member of the team from Media Retrieval Services selected the packages she wished to develop and in weekly meetings with Mr. Hagaman, Instructional Development Consultant, the team discussed and planned the necessary procedures.

At this point, it became evident that dual goals were involved. Needed were:

1. A mini-package to give a student as quick help as possible in finding the answer to a question.
2. A comprehensive, self-paced learning sequence prepared for the serious student who is actively interested in learning how to use a particular source. The learning sequence includes the scope, arrangement and limitations of the source with examples illustrating "how to use". Problems to test skill in using the source are included.

The goal of producing the packages in dual form was achieved in several instances. One example of this are the packages on Book Reviews and Critical Analyses of Literary Works.

Lists of titles with call numbers for books providing this type of information were developed and grouped into subject related categories. Large attractive posters containing this information hang in the Reference Area adjacent to the appropriate sections. Sound pages with detailed instructions for learning how to use these books provide the second level of learning experience.

Additional experience in the development of learning sequences provided insights into the feasibility of using a mini-package or an in-depth learning experience. In some instances it is impossible to describe a reference source in a mini-package while other sources do not lend themselves to an in-depth learning experience.

Within the framework of this project, the task of designing an in-depth learning experience in the field of statistics was not feasible due to the continually expanding resources as well as the constantly increasing need for a greater variety of statistics. The decision was made to limit the instruction at this time to a listing of the sources divided into thirteen subject categories such as: Accident Statistics, Building Construction Cost Statistics, Business Statistics, Textile Statistics. Call numbers are included for each book.

This list will direct the student to appropriate sources. Most statistical books are indexed and are rather easy to use. Later when the sources that cause users difficulty are known packages will be designed in these areas.

Meetings were also held with all participants from the Media Retrieval Services and Instructional Technology Services Staffs to integrate the development and the production requirements. After the developer had the package in a semi-final form, individual conferences were held with Mr. Hagaman for final agreement on script, illustrations and format.

In addition to designing learning experiences for specific library resources an attempt has been made to look with a critical eye on the library as a whole to discover ways to make the building itself as well as its resources easier to use.

Floor Plans

Students and faculty alike find the Pierce Library something of an architectural maze. Lack of adequate floor plans has been a genuine handicap to the user. The decision was made to design and produce color coded, simulated, three-dimensional floor plans as well as comprehensive directories to accompany the plans.

A copy of the plan of each floor hangs in the lobby just opposite the Third Street entrance accompanied by a complete building directory. Two copies of the plans for the 2nd and 3rd floors with the appropriate directory are placed on the respective floors. A directory hangs in the 2nd Street lobby to identify areas that can be reached from that entrance. A copy of the plan of each of the three floors may be found in Appendix B.

Small copies of the plans marked "You Are Here" are placed on the landing of each stairway. When appropriate each package will contain a copy of the floor plan.

Location Signs

New location signs were placed on the end of each range both in the Reference and Stack Areas. Attractive signs placed on each end of the periodical index tables identify the titles of the indexes shelved on each table.

Availability of Materials Produced

The special consideration identified in the proposal for designing the packages for use in other libraries was further emphasized by the many letters that were received requesting copies of or information about the programs.

The "Policy for Loan and Duplication of Self-Paced Library Orientation Packages" is outlined in a statement dated August, 1974 and signed by

Dr. Harry A. Herbert, John J. Jax, and Joseph G. Hagaman, all of Learning Resources. Appendix D contains a copy of this statement.

Any library is free to use the packages. Some revision is inevitable such as, call number variance and local floor plans. Copyright clearance was obtained for all libraries in the University of Wisconsin System. Other libraries must obtain individual clearance.

CHAPTER 3:

PRODUCTION OF SELF-PACED INSTRUCTIONAL PACKAGES ON UTILIZING LIBRARY RESOURCES

Instructional packages were produced in a variety of media formats. Determination of the format used for each package was influenced by the requirements of the learning experience, ease of use, and the need for variety. A breakdown of the types of materials produced for each package appears in Appendix A.

Each of these formats are listed below along with selected information about production that may be useful to anyone wishing to develop their own materials.

BOOKS

Covers

- original designed and produced by a graphic artist (hand-drawn, paste-up, and Press-Type lettering were techniques most often used.)
- 8" x 10" color photos of covers were used for additional copies
- all covers were laminated

Inside Pages

- masters typed on white bond
- Xerox copies were made on 65# or 110# colored paper
- actual examples taken from various books were photographed on a horizontal process camera; prints were then cut and pasted in
- color photos shot by staff photographer, cut and pasted in
- additional lettering and highlighting with Press-Type and Cut-a-Color
- floor plans done at Duplicating Center
- all pages laminated

Assembly

- each book spiral bound

SLIDE/TAPES

Graphics

- cartoon type were hand-drawn, colored, and lettered by a graphic artist
- word visuals were produced from masters on the horizontal process camera resulting in either a black and white print or an ortho negative. (Color on prints added with Cut-a-Color)

Slides

- all graphics shot on copystand, color added with gels as needed
- location photos taken by staff photographer

Tape

- normal procedures followed
- music and audible tones mixed with narration

AUDIO TAPES

- normal procedures followed

POSTERS

- most were hand-drawn and lettered
- two, with long lists of verbal information, were typed, graphic material added and then photographed resulting in a 4" x 5" negative. Black and white enlargements were made from these. (The largest being about 24" x 30").

3M SOUND PAGES

Visual

- front of page produced similar to procedures for inside pages of Books
- lamination on front only

Audio

- produced using normal procedures
- master on reel-to-reel transferred to back of sound page

CHAPTER 4

Evaluation

Preliminary planning included the decision that formative evaluation of all learning experiences was an essential part of the contract. Due to the pressures of normal on-going work in both Media Retrieval Services and Instructional Technology Services in addition to the work of developing and producing these packages it became increasingly evident that formative evaluation was not feasible. However, testing of these packages will be accomplished and necessary revisions made during 1974-75.

Questionnaire

Early in the project, a questionnaire designed to provide initial data from which evaluation of the impact of the packages on Stout students could be measured might be constructed.

A follow-up sampling using the same questionnaire is planned for the second semester 1974-75 to gauge the impact of the packages on students at the University of Wisconsin -- Stout.

Appendix C contains a copy of the questionnaire.

METHOD

724 students were polled to sample a total of 4602 students enrolled at the University of Wisconsin-Stout during second semester, 1973-74. A copy of the questionnaire form appears in the appendix.

A proportionate student sample was selected by members of a "Survey Procedures" course, under the direction of Dr. Orville Nelson. Forms were distributed to over 30 classes. Proportion of questionnaires returned to total student population is indicated in Table 1.

	Freshmen	Sophomores	Juniors	Seniors	Graduate	Special	Other	Total
Students Polled	222	107	95	187	106	5	2	724
Students Enrolled	1122	983	881	1106	403	107		4602
Per Cent Polled	19.7%	10.8%	10.7%	16.9%	26.3%	6.5%		15.73%

Table 1. Number and per cent of students polled.

Students ranked "special" and "other" have been listed, but their statistical significance is questionable due to the small proportion represented.

OBJECTIVES

The primary objective in designing the questionnaire was to poll students' awareness that certain indexes and reference tools exist, and to record their opinions regarding the amount of assistance required for use. Students will again be questioned in future years, using these results as a base, to determine whether availability of the packages has effected any changes.

Secondary objectives were:

a. To determine how often students use the library and for what reasons.

b. To measure student participation in interlibrary loan and photoduplication services.

c. To create an interest in the learning packages by allowing students to participate in their development.

RESULTS

Frequency of library use:

Of 694 respondents, 76.2% indicated that they use the library once a week or oftener. Additional results are summarized in Table 2.

	FR	SOPH	JR	SR	GRAD	SPEC	OTHER	TOTAL
1. Never	1 (.4%)	0 -	1 (1%)	1 (.5%)	0 -	0 -	0 -	3 (.4%)
2. Once/Semester	18 (8.1%)	2 (1.8%)	3 (3.1%)	5 (2.6%)	2 (1.8%)	1 (20%)	1 (50%)	32 (4.61%)
3. Once/Month	63 (28.3%)	26 (24.2%)	14 (14.8%)	32 (17.1%)	22 (20.7%)	1 (20%)	0 -	129 (18.5%)
4. Once/Week	75 (33.7%)	32 (29.9%)	28 (29.7%)	58 (31%)	26 (24.5%)	1 (20%)	0 -	220 (31.7%)
5. 2 to 3 times/wk	60 (27%)	38 (35.5%)	40 (42.5%)	75 (40.1%)	38 (35.8%)	2 (40%)	1 (50%)	254 (36.5%)
6. Every day	5 (2.2%)	9 (8.4%)	8 (8.5%)	16 (8.5%)	18 (16.9%)	0 -	0 -	56 (8%)
TOTAL	222	107	94	187	106	5	2	694

Table 2. Frequence of library use by students.

Reasons for using library:

In answer to the question "To what degree do each of the following reasons influence your use of the Robert L. Pierce Library?", responses were predictable. Only those students responding in the "extensive" category are tabulated here.

289 indicated extensive use to do research for term papers, etc.

203 " " " to find a quiet place to study

146 " " " to obtain or read course-related books

140 " " " to review periodicals for course-related assignments

53 " " " to read for pleasure

26 " " " to obtain or read course-related assignments on microfiche

20 " " " for other reasons

Results are tabulated in Table 3 on the following page.

REASONS FOR EXTENSIVE USE	Freshmen	Sophomores	Juniors	Seniors	Graduate	Special	Other	Total
1. To review periodicals for course assignments	26	19	18	47	27	3	0	140
2. To obtain or read books for course assignments	43	23	19	38	21	1	1	146
3. To obtain or read microfiche for course assignments	2	10	0	7	6	1	0	26
4. To find a quiet place to study	67	32	32	46	25	0	1	203
5. To do research for term papers	85	41	31	76	53	3	0	289
6. To read for pleasure	9	12	8	17	6	1	0	53
7. Other	4	3	3	6	4	0	0	20

Table 3. Reasons influencing extensive use of Robert L. Pierce Library

Note variances. For example, while all classes indicate the primary reasons for extensive use of the library is to do research for term papers, freshmen list "to find a quiet place to study" second and "to obtain or read books for course assignments" third as their reasons, while graduate students rate periodical use ahead of "to find a quiet place to study".

Awareness and use of Interlibrary Loan and Photoduplication Services

Student awareness and use of Interlibrary Loan and Photoduplication Services from off campus sources are indicated in Tables 4 and 5.

		FR	SOPH	JR	SR	GRAD	SP	OTHER	TOTAL
Students aware of Interlibrary Loan Service	#	112	58	55	123	83	3	1	435
	%	50.4	54.2	58.5	66.1	79	60	50	60.3
Students making use of Interlibrary Loan Service	#	9	4	7	12	19	1	0	52
	%	2.2	5.4	10.7	8.5	20.6	25	0	10.1

Table 4. Student Awareness and Use of Interlibrary Loan Service

		FR	SOPH	JR	SR	GRAD	SP	OTHER	TOTAL
Students aware of Photocopy Service	#	95	42	42	101	71	3	1	355
	%	42.7	39.2	44.2	54	68.9	60	50	49.2
Students making use of Photocopy Service	#	7	4	8	13	13	1	0	46
	%	5.8	6.6	14.2	11.1	15.8	25	0	10.4

Table 5. Student Awareness and Use of Photoduplication Service

Again, the results are for the most part predictable, in that a greater percentage of students of higher class rank tended to know about and use interlibrary loan and photoduplication services than did freshmen.

Knowledge and use of eleven common reference publications in Pierce Library

In responding to this part of the survey, confusion was indicated because the three keyword indexes were abbreviated as "KWOC Indexes" with no explanation. This should be corrected on future forms.

Of the eleven reference publications given, more respondents indicated having used Readers' Guide than any other. This was true at all class levels.

Findings are summarized in Table 6 on the following page, where rank 1 indicates the greatest number of users and 11 the least.

Table 6. Use of Reference Publications
Ranked by Number of Users.

Reference Publications	FR	SOPH	JR	SR	GRAD	SPEC	OTHER	TOTAL
1. Reader's Guide to Periodical Literature	1	1	1	1	1			1
2. Applied Science and Technology Index	7	8	6	4	7	- - -

Table Six is interesting for its relative consistency, while still indicating some changes of preference at higher grade levels. The importance of this section of the questionnaire, as indicated earlier, will come in future years if significant changes are shown in types of index used or in degree of assistance needed for use.

Self-instructional packages.

Question nine on the survey form asked "to what extent would learning packages...be useful to you?" Of all students who replied, approximately 92 percent indicated they felt packages would be of "some use" or "very useful." See table 7 below for details:

	FR	SOPH	JR	SR	GRAD	SPEC	OTHER	TOTAL
No use	5.0	12.5	11.9	8.1	7.7	0	0	8.2
Some use	54.5	53.8	40.2	53.2	51.4	20	100	51.6
Very useful	40.3	33.6	47.8	38.5	40.7	80	0	40.1

Table 7. Students Felt Need for Learning Packages to Teach Library Orientation (by per cent)

Felt needs will be compared with actual use of the various packages in future polls.

Summative Evaluation

Mini-Packages

The mini-packages to be used as aids to students who seek answers to specific questions are constantly being tested. Either a student, after consulting the mini-package, was able to find the information he wanted, or he has returned to the Reference Office for additional assistance. Should it become evident that certain mini-packages were not providing the level of help necessary, the packages will be re-designed to meet the requirements. Evaluation sheets will be given to each student who receives the mini-package requesting the user to express his feeling concerning the help each package has provided as well as suggestions for improvement.

In-Depth Learning Experiences

Each of the longer packages contain a self-test to enable a learner to assess his own ability in using the source.

CHAPTER 5

Display of Packages

Four sections of special shelving with five slanting shelves and five flat shelves in each section have been placed in the northwest corner of the Reference Area adjacent to the Reference Office for the display of the packages, the work sheets, and the evaluation forms.

A large poster identifies this area and lists the available learning series.

Equipment

Slide projectors and sound page equipment are located permanently in this area for easy use. Cassette play-back units are available for loan at the circulation desk.

Publicity

A variety of methods both formal and informal will be used to make known the availability of these learning packages. The STOUTONIA (student paper) and the FACULTY BULLETIN will be asked to carry stories about the packages.

Perhaps an open house can be arranged to acquaint students and faculty with the location and scope of the learning sequences.

One faculty member plans to make the successful completion of the packages a requirement of the course.

The many requests for information that have come in regarding the availability of the packages will be answered enclosing a copy of the "Policy for Loan and Duplication of the Self-Paced Library Orientation Packages." (Appendix D)

Appendix A Guides to Using Library Resources

Appendix B Directory and Floor Plans

Appendix C Library Use Questionnaire

Appendix D Policy for Loan and Duplication of Self-Paced Library Orientation Packages

Appendix A

GUIDES TO USING LIBRARY RESOURCES

	LEARNING PACKAGES	MATERIALS PRODUCED*
1.	Need an Address	Book, 2 handouts
2.	For Fast Facts Almanacs	Book
3.	Associations	Book
4.	Atlases and Other Map Resources	Book
5.	Audio Tour of the Library	Book, audio tape, floor plans, poster, handout
6.	Finding Biographies	Book
7.	Book Reviews	Book, 11 sound pgs., poster
8.	Using the Card Catalog	Slide/tape, handout, 4 sound pgs.
9.	Using Chemical Abstracts	Book
10.	College Catalogs	Book, poster
11.	Critical Analyses of Literary Works	Book, 2 sound pgs., poster
12.	Dictionary of Occupational Titles	Slide/tape
13.	Dissertation Abstracts	Book, audio tape
14.	Essay and General Literature Index	Book
15.	Finding Films	Book, 2 handouts
16.	Index to Graduate Theses Written at Stout and the Nine Former Wisconsin State Universities	Book, 2 sound pgs.
17.	Index Medicus	Book, audio tape
18.	Interlibrary Loan and Photo-duplication Services	Book, 3 posters, handout
19.	KWOC Index to Non-Book Media	Book, 2 sound pgs.
20.	Guide to Using KWOC Reference Index	Book, poster
21.	Monthly Catalog of United States Government Publications	Book

22.	Periodicals	Book, 2 handouts
23.	Using Periodical and Newspaper Indexes	Slide/tape, card file, handout
24.	Psychological Abstracts	Book, audio tape, sample book
25.	Research Paper Citations	Book, handout
26.	Sources of Statistics	Book
27.	Guide to Wisconsin Administrative Code	Book
28.	Guide to Wisconsin Blue Book	Book
29.	Guide to Wisconsin Documents (KWOC Index)	Book
30.	Guide to Wisconsin Statutes	Book

*Second copies were made of all books, slide/tapes, sound pages, and audio tapes. Self-tests were also made for all packages.

MEDIA RETRIEVAL SERVICES-

PIERCE LIBRARY

DIRECTORY
AND
FLOOR PLANS

BEST COPY AVAILABLE

Appendix B

54/35.

AUDIO - VISUAL EQUIPMENT DIRECTORY

TYPE OF EQUIPMENT	FLOOR	LOCATION
Filmstrip Projector	2	North
Filmstrip/Cassette Combination	3	Center
Headsets	With each piece of audio equipment	
Lamps (replacement for all equipment bulbs)	1	Circulation Desk
Microcard Readers	2	B220 -- Smoking Room
Microfiche Readers	2	B220 -- Smoking Room
	1	Reference Area
Microfilm Readers	2	B220 -- Smoking Room
	1	Reference Area
Motion Picture Projectors:		
Super 8mm sound cartridge	2	North
16mm sound	2	Preview Area (West end of Periodical stacks)
Slide Projectors	1	Reference Area
	2	Center -- in carrel
	3	Center -- in carrel
Slide/Cassettes Combination	2	Center
	3	Center
Sound Page Recorder/Player	1	Reference Area
Tape Recorders:		
Cassette	2	Center -- in carrel
	3	Center -- in carrel
Cassette (Play back units)	1	Reference Area
Reel-to-reel	3	Center
Television Receivers	1	A 106 -- South
Videotape Playback Cassette Units	2	Center
	3	Center

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FIRST FLOOR DIRECTORY

SERVICE	NUMBER LOCATION
A-106 Classroom-Group Study	1A
Acquisitions	2
Administration	3
Audio Visual Equipment for Loan	5
B-101 Classroom	1B
Bibliographic Center	7
Card Catalog	10
Cataloging	11
Circulation Desk	13
Data Processing	14
Film Loan (owned by Stout)	5
Film Rental	17
Interlibrary Loan	18
Microcards (U.S. Gov't. Pub.)	5
Microfiche Copier	19
Microfiche Series	5
Micrographics	20
Photocopier	25
Reference	26
Reference Office	27
Reserve Books	28
Rest Rooms	29
Serials	20
Telephone	32
Textbook Services	33
Vertical File	34

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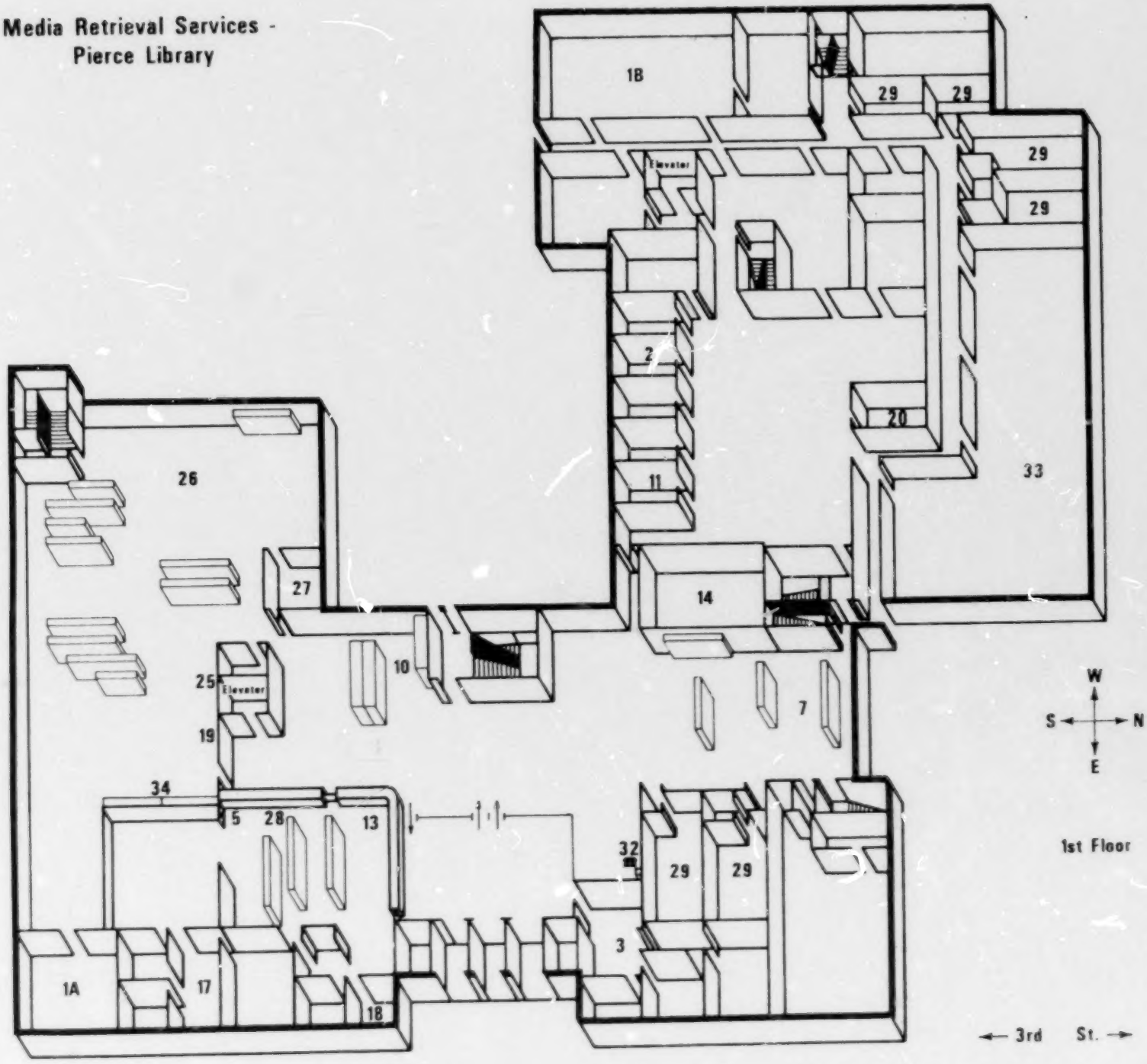
Media Retrieval Services -
Pierce Library



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SECOND FLOOR DIRECTORY

SERVICE	NUMBER LOCATION
Area Research Center	4
Canteen	9
Children's Books	12
Computer Terminal	8
Document Collection	15
Educational Materials Center	12
Film Previewing	16
Newspapers (back issues)	21
Newspapers (current)	22
Periodicals (back issues)	23
Periodicals (current)	22
Periodicals (microfilm)	24
Photocopier	25
Rest Rooms	29
Smoking Area	9
Stacks	30
Study Area	31
Typewriter	8

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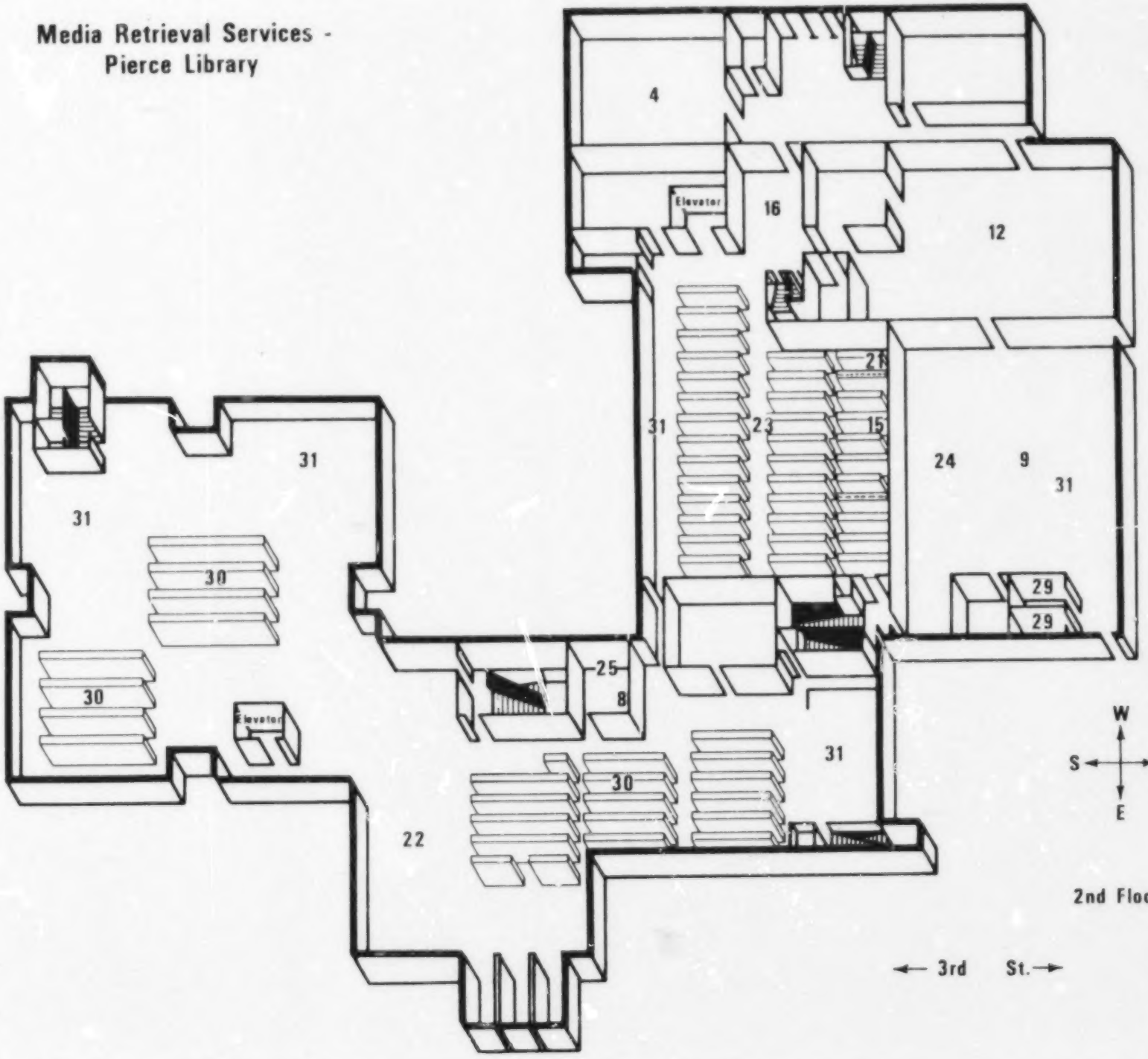
Media Retrieval Services - Pierce Library



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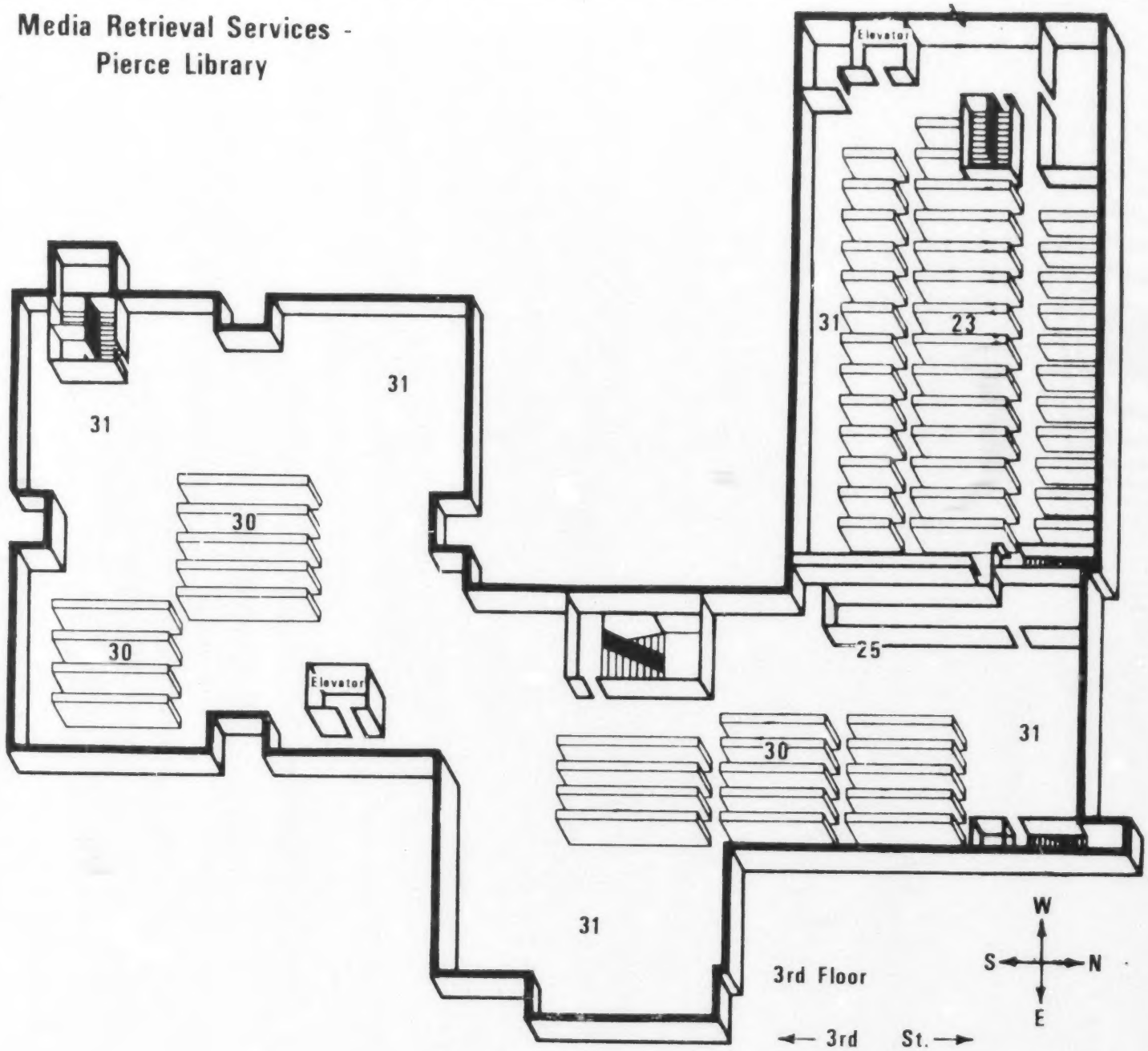
THIRD FLOOR DIRECTORY

SERVICE	NUMBER LOCATION
Periodicals (back issues)	23
Photocopier	25
Stacks	30
Study Area	31

Media Retrieval Services - Pierce Library



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Appendix C

Library Use Questionnaire

Directions: Please respond to the questions below. Most require only a check mark.

1. Class rank: (1) ___ Freshman, (2) ___ Sophomore, (3) ___ Junior, (4) ___ Senior, (5) ___ Graduate, (6) ___ Special, (7) ___ Other: _____

2. How frequently do you use the Robert L. Pierce Library at Stout? (Check the most appropriate)

   (1) ___ Never, (2) ___ About once a semester, (3) ___ Once a month, (4) ___ Once a week, (5) ___ Two to three times per week, (6) ___ Every day

3. To what degree do each of the following reasons influence your use of the Robert L. Pierce Library?

Reason	Influence		
	None	Some	Extensive
(1) To review periodicals related to my course assignments			
(2) To obtain and/or read books related to my course assignments			
(3) To obtain and read microfiche related to my course assignments			
(4) To find a quiet place to study			
(5) To do research for term papers, research papers, etc.			
(6) To read for my own pleasure			
(7) Other: _____			

4. Are you aware that Pierce Library will help you borrow any book it does not own from another library? (Interlibrary Loan Service)

   (1) ___ No, (2) ___ Yes

5. If you answered yes to number 4, have you ever made use of this Interlibrary Loan Service?

   (1) ___ No, (2) ___ Yes

6. Are you aware that Pierce Library will help you order photocopies of any magazine article it does not have from another library?

   (1) ___ No, (2) ___ Yes

7. If you answered yes to number 6, have you ever made use of this Photoduplication Service?

   (1) ___ No, (2) ___ Yes

Please go on to page 2.....

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8. Eleven commonly used reference publications in Pierce Library are listed below. In Column A, check your level of knowledge of each publication. In Column B, check the type of assistance you would need in order to use each publication. In Column C, list the type of assistance you need or the problems you encounter in using each reference.

Reference Publications	A: Knowledge			B: Assistance Needed to Use				C
	None (1)	Aware Of (2)	Have Used (3)	Much Assist. (1)	Some Assist. (2)	Little Assist. (3)	No Assist. (4)	Type of Assistance Needed
1. Reader's Guide to Periodical Literature								
2. Applied Science & Technology Index								
3. New York Times Index								
4. KWOC Reference Index								
5. KWOC Non-Book Media Index								
6. Essay and General Literature Index								
7. Monthly Catalog of U.S. Govt. Publications								
8. Dictionary of Occupational Titles								
9. Dissertation Abstracts								
10. Periodical Holdings Record								
11. KWOC Index to Wisconsin Documents								

Please go on to page 3.....

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9. To what extent would learning packages (self-instructional packages) which inform you how to use the resources and services of Pierce Library be useful to you?

(1) ___ No use, (2) ___ Some use, (3) ___ Very useful

10. Learning packages are being developed to help students and staff find various types of information. Check those items for which you would like to have learning packages available at this time. Place two checks by the four or five items that you feel are needed most.

____ (1) Overview of Library Services and Resources
____ (2) Use of Periodical Holdings Record
____ (3) Use of Periodical Indexes
____ (4) Use of Index Medicus
____ (5) Use of Public Affairs Information Service
____ (6) Use of Psychological Abstracts
____ (7) Use of New York Times Index and Wall Street Journal Index
____ (8) Use of Research Paper Citations
____ (9) Use of Photoduplication Services
____ (10) Use of Interlibrary Loan Services
____ (11) Use of Card Catalog
____ (12) Use of KWOC Reference Index
____ (13) Use of KWOC Non-Book Media Index
____ (14) Use of Biographical Dictionaries
____ (15) Use of Book Reviews/ Critical Analysis
____ (16) Find Statistics
____ (17) Use of Almanacs
____ (18) Find Addresses
____ (19) Find Associations
____ (20) Use of Wisconsin Statutes
____ (21) Use of Wisconsin Blue Book
____ (22) Use of Atlases
____ (23) Use of Essay and General Literature Index
____ (24) Find College Catalogs
____ (25) Use of Film Catalog
____ (26) Use of Film Evaluation
____ (27) Use of Monthly Catalog/ Microcards
____ (28) Use of KWOC Index to Wisconsin Documents
____ (29) Use of Plan A and B Theses/ KWIC Index
____ (30) Use of Dictionary of Occupational Titles
____ (31) Use of Wisconsin Administrative Code
____ (32) Use of Wisconsin Session Laws
____ (33) Use of Chemical Abstracts
____ (34) Use of Dissertation Abstracts

APPENDIX D

POLICY FOR LOAN AND DUPLICATION OF SELF-PACED LIBRARY ORIENTATION PACKAGES

Original copies of the booklets on Self-Paced Instructional Packages on Utilizing Library Resources, are available for interlibrary loan to UW-system libraries as well as libraries outside the UW-system. UW-system libraries may copy or reproduce as need dictates. Permission to reproduce copyrighted examples which appear in these booklets has been granted for UW-system libraries only.

To save reproduction time and effort, the UW-Stout Learning Resources division will provide, on request, written production techniques used to develop these packages. 8" x 10" color prints of covers are available for purchase from UW-Stout.

For further information, contact Joseph G. Hagaman, Instructional Development Consultant, Learning Resources, UW-Stout, Menomonie, Wisconsin, 54751.

Dr. Harry A. Herbert
John J. Jax
Joseph G. Hagaman
Learning Resources
UW-Stout
Menomonie, Wisconsin 54751
August, 1974

SELF-PACED INSTRUCTIONAL PACKAGES ON
UTILIZING LIBRARY RESOURCES

FUNDED			$10,940.00
	Funded	Spent	
I. Personnel			
2.1 Reference Librarian	$5,000.00	$5,000.00	
2.2 Graduate Assistant	1,300.00	1,135.63	
2.3 Clerical - L.T.E.	1,440.00	1,543.00	
2.4 Student Assistant	200.00	---	
	$7,940.00		
Permission granted for transfer to M.R.S. for the purchase of shelving to display the packages		261.80	
			$7,940.43
II. Materials, Supplies and Services			
2.1	$3.000.00		
Audio		$244.95	
Photo		2,016.00	
Graphics		408.00	
Miscellaneous Services & Materials (Duplicating Center, Communication Stores, Xerox, etc.)		330.03	
			2,998.98
TOTAL SPENT			$10,939.41